DOCUMENT RESUME

ED 054 767 JC 710 228

AUTHOR Young, William M.

TITLE Determination of Salaries of Professors in Colleges Without Academic Rank.

PUB DATE 71

NOTE 10p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Cost Effectiveness; Educational Accountability; *Faculty Promotion; *Junior Colleges; *Salary Differentials; *Teacher Salaries

ABSTRACT

From the 141 2-year and 4-year colleges in the United States not utilizing academic rank, 123 colleges were queried about what basis they used for assigning faculty salaries. The findings indicate that salary determination in colleges without professorial rank is overwhelmingly decided by the two objective factors, education (degrees and credits earned) and experience. Other characteristics mentioned were: classroom teaching effectiveness, professional growth potential, contribution to the college, and community activities. (MN)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED054767

DETERMINATION OF SALARIES OF PROFESSORS IN COLLEGES WITHOUT ACADEMIC RANK

William M. Young
Chicago State University
1971

JC 710 228

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 21 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Salaries at most colleges are tied to academic ranks. But there are colleges in the Unived States that do not utilize academic ranks. On what basis are the faculty in these colleges compensated?

In late 1970, a letter was sent to all colleges in the June 1970 Bulletin of the American Association of University Professors which were identified as not having professorial ranks. This list included 127 two-year colleges and 13 four-year colleges, with one institution which was limited to graduate students.

Letters were addressed to the Presidents of the 141 colleges. The letter read:

> "I am in the process of studying accountability and cost benefit analysis as it relates to faculty salaries. Your institution is listed as not having academic ranks. Would you please send to me the criteria which your institution uses in the determination of faculty salaries."

Out of the 141 colleges, 83 responded. A second letter went out one month later to those colleges that had not responded. This additional mailing raised the number of responses to 123--needless to say, a very high rate of response. Of the 13 four-year colleges listed as not having professorial ranks, eleven responded to the requests for information.

Almost all of the colleges which responded sent their salary scale and an explanation how it was implemented. In a few cases, when needed, a request was made for more specific and detailed data.

THE FINDINGS

Nine colleges answered that they now had professorial ranks. One of these was a four-year college.

Three colleges sent back letters that were apologetic in tone stating

that they do not have any criteria for faculty salaries. Two of these three were four-year institutions.

One college designates every staff member as "professor" with some of their staff designated "professor-counselor."

Three colleges reported the practice of assigning college rank to its faculty based upon the faculty members' experience and education. One of the three colleges in this category was the Santa Monica City College. The President of the Faculty Senate wrote, "The Senate voted not to have academic ranks published in the catalogue and, in general, no distinctions have been made, based upon academic ranks within our own faculty group. Consequently, we think we have gained some advantages without producing the divisiviness that often accompanies the competition for academic ranking on the university campus." The faculty has arranged for simulated ranks in the faculty which they felt would be helpful in applying for grants, fellowships, and textbook publication.

A few of the colleges stated that the administration of the college determines initial placement on the salary scale by taking into account various factors such as education, experience, ability and "value to the college." Some colleges give credit for such activities as membership in Peace Corps, duty with the Armed Forces, and industrial experience.

One four-year college determines faculty salary solely upon "age of the tutor" and his years of service.

In one college, "A $1,000 bonus is paid once for receiving an earned doctorate while employed by the district. Any staff member receiving such an award must agree to remain under contract to the district for two years after the award is granted, such a guarantee to be enforced by a

surety bond."

Ninety-one of the colleges responded that their salary scale was based upon the degrees that the faculty member held and the number of years of professional experience. Professional experience usually meant teaching. Many of the institutions who used this system also have elaborate formulas for increasing faculty members' salary because of additional assignments which he has undertaken. An example of this method of compensation is given below:

MARICOPA COUNTY JUNIOR COLLEGE DISTRICT
OF
PHOENIX, ARIZONA

CERTIFICATED
EXTRA PAY FOR EXTRA DUTY 1970-71

Department Chairmen--Thirteen (13%) of base plus one (1%) for each department member including the chairman.

Coaching	%	Increment	Extra Weeks	Released Time	
Football,Head Coach	14.0	$ 1,073=	3 $720	5.1	(1)
Football, Assitant	8.0	613	2 $480	1.7	(1)
Basketball,Head Coach	12.5	958	2 $480	1.7	(1-2)
Basketball, Assistant	7.0	936	-	1.7	(1)
Baseball, Head Coach	12.5	958	1 $240	3.4	(2)
Baseball, Assistant	7.0	536	-	1.7	(2)
Track, Head Coach	12.5	958	1 $240	3.4	(2)
Track, Assistant	7.0	536	-	1.7	(2)
Wrestling, Assistant	12.5	958	2 $480	1.7	(1-2)
Wrestling, Assistant	7.0	536	1 $240	1.7	(1or2)
Tennis, Mens	6.5	498	-	1.7	(2)
Tennis, Womens	6.5	498	-	1.7	(2)
Cross Country	6.5	498	-	1.7	(1)
Golf	6.5	498	-	1.7	(1)
Intramurals, Men	6.5	498	-	-	
Intramurals, Women	6.5	498	-	-	
WAA	6.5	498	-	-	
Band	8.0	613	2	-	
Band, Assistant	6.5	498	1	-	
Choir	3.0	230	-	-	
Forensics, Director	8.0	613	-	-	
Forensics, Assoc. director	6.5	498	-	-	
Director of Radio/TV Prod.	8.0	613	-	-	
Theatre, Director	8.0	613	-	-	
Theatre, Assoc. Director	6.5	498	-	-	
Student Government	6.5	498	-	-	
Police Science		1,200			
Athletic Director	14.0	1,073	2	6	(3-3)
Asst. Athletic Director	7.5	575	-	-	-

Approximately 20 colleges are attempting to determine salaries on some other basis beside years of experience and degrees held. Four characteristics were mentioned with equal frequency: Classroom teaching effectiveness, professional growth potential, contribution to the college as a whole, and community activities.

Other characteristics were mentioned in descending order of frequency: Extra classroom participation; student counselling; evidence of continuing high level scholarship; participation and leadership in professional societies; personal attributes including integrity, conscientiousness, openmindedness, objectivity, cooperativeness, maturity, enthusiasm, and industry; rapport with colleagues; overall appraisal; honors and awards.

Evaluation of these characteristics was effected usually in three ways: by the department chairman, by a faculty committee, or by a college dean. In some institutions a faculty committee is convened solely for the purpose of passing upon a recommendation of merit for a specific professor. In these cases, oftentimes the professor who is being considered may select one or two members of the committee. Other methods of evaluation which were occasionally used were evaluation by professors at large, by professional peers, by the college president, and by students. Only five colleges specifically mentioned students being involved in the evaluation process. At one institution, criteria for merit is established by taking a faculty college-wide poll.

Skagit College maintains a separate personnel file for the merit process. Several colleges have review or appeal committees to examine the

original evaluation in case of dispute. A few colleges schedule actual observations of the professors' work to aid in the evaluative process. But almost all colleges have a clause stating that the final decision is the perogative of the President of the College and/or of the Board of Trustees.

Several colleges stated that a faculty member must have shown professional growth to be placed at a higher salary level. Professional growth is defined basically the same way by the colleges who employ this criteria. A representative statement would be the one from a California junior college, " 'Professional growth' includes such areas as independent study and research, participation in college committee activities and various curricular and instructional improvement projects, lecture and conference attendance, publication, travel, and summer work."

One college has a formula for awarding annual increases which includes the granting of points for the following: degree possessed, number of years of college teaching beyond five years, number of credit hours beyond last degree, instructional performance, and contributory services to the institution.

Highline Community College has a ruling that in order to "assure that merit in service at Highline Community College is the primary consideration in recommendation for advancement, the financial impact of column advancement of certificated personnel shall be limited to not more than one percent of the negotiated certificated salary total for the year prior to the effective date of the proposed advancements."

Wharton County College in Wharton, Texas has developed a unique plan for salary determination which attempts to reduce the term "professional growth" to specifics. A committee called the Professional Growth Committee is elected by the faculty. This committee is charged with "evaluating professional growth," according to the plan given below:

POINT SYSTEM FOR SALARY LEVEL ADVANCEMENT

Criteria	Point Hours* Earned	Evaluation Points Earned
Organized Advanced Training or Meritorious Professional Service	1 SH	1
Approved Degree Plan Training	3 SH	3
Organized Non Degree Plan Training in teaching field or one that is closely related with teaching specialty subject to approval of the Administration	1 SH	1
Organized Non Credit Training** in teaching field or in one closely related to teaching specialty subject to approval of the Administration	18 CH	½
	57 CH	1½
Publications:		
Books	None	5 to 7
Articles	None	2 to 3
Outstanding Professional Service:		
Citations, awards, honorable mentions, and the like sponsored by broadly based public and professional groups as well as officership in such associational organizations.		Points to be awarded as the Administration determines

*SH-Semester Hour: Hours earned in the usual course of academic training.
CH-Contact Hour: Hours spent in attendance at organized meetings, assemblies, lecture or laboratory learning situations.

**Non Credit Training: It is intended to include seminars, workshops, conventions, conferences, and other academic or improvement activities.

At one community college little space is given to describing competency of instruction or merit qualifications in the salary scale, but there is a section on teaching after the age of 65. To continue teaching after 65, a faculty member must prove that he is current with modern developments in his field as illustrated by attendance at workshops, seminars, or the taking of graduate work. In addition, periodically a student evaluation "is used to determine student-instructor rapport."

Some merit evaluation procedures are so lengthy that they may well discourage applicants. Many schools have an "escape clause" which states that merit may be awarded.

One president of a western community college stated, "In this state the two-year community college is legally defined as a public school, and a rigid law for elementary and high school teacher also applies to junior college instructors. Under these circumstances there is little accountability for quality of performance aside from such 'cases' as moral turpitude."

June is the month when the students have disappeared and when summer school has not yet begun. Although the institutional practice may vary, it is within this period of time that the usual lists of promotions and merit increases in salary are published. The day on which this occurs is a very gloomy day for a majority of the faculty of the college. Hundreds of conversations are heard about who should not have gotten a merit increase or a promotion and why competent people were ignored. For two or three days the buzz of the institution is about injustice. Seldom does the general faculty agree on the promotion and merit increases. Instead, charges are made that those who did get them are the campus politicians rather than the

deserving.

This study indicates that salary determination in colleges without professorial rank is overwhelmingly decided by two objective factors--education (degrees and credits earned) and experience. Many area community colleges are thought of as public schools, and in public schools the criteria for salary increase is usually years of education and years of experience.

In almost all of the colleges where merit plays a part, it appears that the same confusion exists as in colleges with professorial ranks. The new system at Wharton College bears watching for it is an attempt to quantify elusive factors in the evaluative process.

One college stated that the merit file was kept separate from the personnel file. This seems like a good idea. It reduces the possibility of threat to the faculty.